DOCUMENT RESUME

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An Operational Proposal for a Multiple Attack on Poverty Involving Training of Teenage Youth as Teacher Aides to Work with Preschool and Elementary Children in Appalachia (June 16, 1969 to June 1, 1970).

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This project, proposed for 1969-70 and based upon the evaluation of a similar project in 1966-68, plans to train high school seniors from poverty homes to work as teacher aides with kindergarten and elementary school children in 10 Appalachian counties. Operated by the University of Ohio in cooperation with local schools and communities, the project begins with two 5-week summer sessions, during which 150-200 trainees share activities with 25-50 prospective teachers from the university. The major thrust of the project is to motivate deprived teenagers who are enthusiastic about working with children to go to college; however, motivating education majors to teacher in deprived areas and encouraging local school systems to train teacher aides are also important goals. During the first summer session, trainees are instructed in the objectives and nature of the activities they will be performing during their senior year, when they will spend 1 hour each day with young children as well as 3 additional hours each week in related learning experiences. The activities are in the areas of child development, language arts and number concepts, music and recreation, science, and art and audiovisual materials. The second summer session is spent in Head Start centers under the supervision of center staffs and visiting university teams. The project will be evaluated by a staff psychologist, project director, and research director. (LP)

ED031443

AN OPERATIONAL PROPOSAL FOR A MULTIPLE ATTACK ON POVERTY INVOLVING TRAINING OF TEENAGE YOUTH AS TEACHER AIDES TO WORK WITH PRESCHOOL AND ELEMENTARY CHILDREN IN APPALACHIA

DEPARTMENT OF ELEMENTARY AND SPECIAL EDUCATION
College of Education
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Project Dates: June 16, 1969
June 1, 1970
Funds Requested: $236,737

This operational project is to train 150 teenage teacher aides (high school seniors) from poverty homes (Appalachia) to work with kindergarten and elementary school children (grades 1-6). The project was funded for two years (1966-68) as a research and demonstration project by the Office of Economic Opportunity and from the research was modified in an attempt to improve it. It is, therefore, submitted based upon two years of experience in preparing high school seniors as teacher aides.

I certify that an Assurance of Compliance with Title VI of the Civil Rights Act of 1964 has been filed with the U.S. Department of Health, Education, and Welfare, and that it applies to this project proposal.

Robert L. Savage
Vice President for Research and
Industrial Liaison

Albert H. Shuster
Project Director

SP 002 904

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INTRODUCTION

This proposal is for an operational grant to continue a highly successful project, for training teenage teacher aides (high school seniors), which has been in operation for two years under the direction of Ohio University.[1] This project has trained 243 teenage teacher aides over the two-year period, 1966-1968, to work in kindergartens and elementary grades in school systems in the culturally and economically deprived areas of Southeastern Ohio and a bordering area in West Virginia in a section of the region known as "Appalachia."

The Teenage Teacher Aide Project was funded during 1966-68 under a grant from the Research and Education Division of the Office of Economic Opportunity. A research report has been completed on this project.[2] The basic objectives of the program, according to the research findings, were very successfully accomplished. This proposal has been modified in view of some of the findings. Community leaders, school officials, teachers, and parents closely associated with this program have strongly endorsed it and are extremely reluctant to see the project abandoned for want of funds.

A recent survey in this region has revealed the need for several thousand trained teacher aides just within the confines of twenty-eight Appalachian counties in Ohio and five in West Virginia.

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[1]See reprints of article attached.

[2]Bob E. Hutchins, "The Relationship of Selected Factors to Performance of Teenage Teacher Aides in Eleven Appalachian School Districts" (unpublished doctoral dissertation, Ohio University, Athens, Ohio, 1968) 148 pp.

BACKGROUND OF THE AREA

Geography placed Ohio University as the sole source of leadership in the center of an impoverished Appalachian area. The ten Appalachian counties to be served by this proposal (nine from southeastern Ohio and one from West Virginia) cover 4,501 square miles, embracing a population of approximately 325,803 persons. Making up this population are some 81,403 families, 23,990 of whom (or approximately 33 per cent) exist on an annual family income of less than $3,000.

The high school enrollment for the past year in this region totals approximately 17,719. The school dropout rate for the same period for this region is approximately 34 per cent. The median school year completed is approximately nine and one-half years. Of the total population of this region, the State Departments of Education estimate that approximately 11,038 are illiterate.

These figures paint a partial statistical picture of the conditions of the Appalachian region in southeastern Ohio. However, a brief review of the economic history of the area is essential to the understanding of the serious poverty problems existing in the area.

Half a century ago, this region was humming with industrial activity. Its communities were prosperous and growing; prospects for the future seemed bright. But there was a latent danger in this prosperity. Nearly everything revolved around a single industry--deep-shaft coal mining--with a limited amount of diversification in the clay, timber, and agricultural industries.

In the 1930's with the exploitation of larger and more profitable coal deposits in other areas of the country, southeastern Ohio felt the first tremors of economic instability. Following World War II, the home heating market shifted rapidly to oil and gas. The deep-shaft mining industry collapsed, while operations of the area's railroad industry were substantially curtailed.

The blow to the area's economic activity was crippling--in some communities fatal. Entire towns disappeared completely. Others became ghost towns as residents struggled for a time to find employment, then gave up and moved away. Young people left the area in annual migrations.

With more fertile land in other areas of the state providing increasingly bountiful yields, farming in southeastern Ohio became proportionately more futile. The decline in agriculture matched, and in some cases exceeded, the decline in those industries mentioned above. As a result, in only two of the area's counties are more than 20 per cent of the population now employed in farming. Employment in industry has fallen by more than 50 per cent. In several counties, the 1950 census indicated a decrease in population from the level of the 1920's.

In general, the counties and communities of southeastern Ohio have been characterized by chronic and persistent unemployment, low government expenditures for needed public services and facilities, inadequate school and health facilities, and a high outlay of federal and state funds for welfare, relief, and retirement. Family incomes are low, with a marked tendency to become lower. The

counties of this area contain many of Ohio's poorest roads. The value of commercial bank loans, the volume of wholesale and retail transactions, and the level of property tax valuations are the lowest in the state.

Moreover, the loss of employment opportunities in southeastern Ohio has resulted in an outmigration of the educated citizens of the area--the business, professional, and technical personnel whose knowledge, ability, and capacity for leadership are essential to the economic revitalization of the region. This erosion in the human sector has stripped the area's communities of those persons who could make development evaluations, plan regional facilities, and implement programs geared to economic growth.

It is clear from this picture that southeastern Ohio is in the midst of a critical economic and social crisis. In 1962, Ohio University joined with the Area Redevelopment Administration in taking the first step toward the resolution of this crisis. A systematic assessment was made of the region's problems, potentials, and specific needs. The purpose of the program was to forge an economic development program in cooperation with the 500-member Southeastern Ohio Regional Council.

On May 7, 1964, speaking on the campus of Ohio University, President Johnson anannounced a grant for the establishment of a technical-assistance facility to be known as the Institutde for Regional Development. On March 25, 1965, in his message to Congress on Area and Regional Economic Development, President Johnson made specific reference to Ohio University as one of those universities leading the way toward the economic revitalization of depressed areas of the country.

On May 12, 1965, Ohio University received approval from the Office of Economic Opportunity to provide technical assistance in the development of Community Action Programs for these Appalachian communities.

It was recognized at the outset that technical assistance on a large scale would be required to motivate these counties and to establish working Community Action Committees throughout the region. However, the magnitude of the problem was not fully appreciated until a more complete investigation of the incidence of poverty in the region was undertaken. The continuing loss of the potential leaders suffered by most of the counties has created a substantial obstacle to progress. The few leaders that can be found in these areas are overloaded to the point of ineffectiveness. It has been necessary for Ohio University's Institute for Regional Development to do much of the actual preparation of programs for these groups because of an inability of the counties to provide qualified personnel.

Progress has been made in the region. Within the ten Appalachian counties to be served by this proposal, nine Community Action Programs are currently funded. It is expected that the tenth (Morgan County) will be combined with Washington County and funded by this summer. One hundred and eighteen Head Start programs were run this summer. Preliminary investigation reveals that the funds to be requested for Head Start programs alone next summer will far exceed the entire Community Action Program funds which will be available for the entire area.

The progress that has been made in the region cannot be measured in terms of spectacular results, but rather in a renewed willingness on the part of most of the counties to involve themselves in the war against their own poverty.

Almost every depressed community and county attempts to make some effort toward solving its particular problems. Admirable as these self-help "bootstrap"

efforts are, experience has repeatedly shown that they usually fail without co-operation on a larger scale. Especially in an area as extensively depressed as southeastern Ohio and West Virginia, the economic well-being of one community is inextricably connected to that of the surrounding communities. Thus, the isolated and sporadic efforts of these individual communities must be given a common direction and some measure of consistency if they are to be significantly effective.

Ohio University, through its geographic location in the midst of Appalachia and its intimate involvement with the educational, social, and economic activities of southeastern Ohio, is placed in a pivotal position which almost inevitably demands that it assume the task of leadership. Ohio University readily accepts it as one of its most important responsibilities to provide leadership in the struggle against poverty in Appalachia.

Ohio University has established an effective working relationship with people throughout the region. Through its branch campuses, its area-wide radio and television coverage and its close association with community leaders, the University is continuously aware of regional problems and plans. When communities see that the University is involved in part of an area self-help effort, suspicion decreases and cooperation increases. The University has employed and will continue to employ on its projects students, faculty, and staff who are natives of the region. (The use of University students and teenage teacher-aides on this project will have the side effect of reversing the migration of young talent to distant urban areas.)

A DESCRIPTION OF THE SPECIFIC PROBLEMS TO BE ADDRESSED IN THE PROJECT

Ohio University proposes an innovative program which attacks simultaneously many problems of the culturally deprived in ten severely impoverished Appalachian counties surrounding the University. The following problems will be addressed in this project:

1. That of providing eleventh grade high school youngsters (from economically and culturally deprived homes) a confidence-building and income-producing training as teacher aides in an attempt to provide the following benefits:

   a. The three keys for self improvement--the motivational key, the academic key, and the financial key--so frequently not possessed by deprived youngsters.

   b. A marketable skill for a person who might otherwise be unemployable.

   c. An upgrading of the culture in the Appalachian homes from which these youngsters originate.

   d. Aid in alleviating the shortage of teacher aide personnel in preschool and elementary school areas.

2. That of encouraging and assisting local high schools to become involved in anti-poverty programs.

3. That of providing firsthand summer education experiences for prospective teachers enrolled at Ohio University (in conjunction with their counseling of teen teacher aides) to include work with young children from deprived homes, and of providing motivation to these University students to remain as teachers in deprived areas after graduation from college.

4. That of obtaining research data which will contribute to answering the following questions:

   a. What are the significant components contributing to success in the education of teacher aides?

   b. How effective are teenage teacher aides from deprived backgrounds in working with preschool and elementary children from similar backgrounds?

   c. Does exposure to deprived children and teenage teacher aides by prospective-teacher college students increase or decrease motivation to teach in a deprived area?

   d. How does experience as a teacher aide affect motivation, ambition, and ability of teenagers from deprived backgrounds?

   e. How does experience in small group situations supervised by a teenage teacher aide affect young children?

f. How effective as a resource is our teenage population in fulfilling the immediate needs that exist in this country for teachers of deprived preschool and elementary children?

THE PROBLEM IN PERSPECTIVE

The Keys to College

Studies of teenagers from deprived backgrounds indicate that there are many obstacles deterring them from entering college. Frequently mentioned are lack of financial assets to pay for a college education, and lack of academic background for college admission. Certainly finances and academics are two vital keys to a college education frequently not possessed by youngsters from deprived families. However, far more significant is the motivational key to self improvement. The possession of the motivational key will usually enable the youngster to overcome the academic and financial obstacles to further training. Perhaps the most important component in the motivational obstacle is confidence. Confidence developed through involvement in successful experiences leads to a raising of aspirations.

Teenagers who like working with young children may, as a result of successful experience in this program, aspire to go to college and become teachers. The average youngster from a poverty environment has seldom, if ever, been involved in a successful experience where he was able to contribute significantly to a worthy cause. Hence, his aspirations for something as noble as achieving entrance into college are blighted.[15] This is compounded by his environment. No one around him has gone to college. Cultural and social events are almost non-existent. Even if he possesses potential and promise, his sights have never been set above his environment.

The Ohio University teacher aide program puts its most important emphasis on giving its deprived youngsters the vital motivational key to success. This motivation will come in part through exposure to college life from living on campus, social and cultural events, and close association all summer with an Ohio Universtiy student sponsor. But moreover, the motivation will come as a result of being deeply involved--for perhaps the first time in their lives--in making significant contributions to the head start of deprived preschool children. When the deprived teenager sees how noble a contribution he is capable of making through successful experiences as a teacher aide, his sense of worthiness, his self-confidence and his aspirations will be raised. The teenagers will have been trained for an important job which will provide a new vocational opportunity for them. If they decide from this experience that they would like to go to college, every effort will be made to find a way for them to do so.

Teacher Aides for Deprived Preschoolers and Elementary Children

Preschool programs appear to be the brightest hope we have for immediately improving the chances of the underprivileged child. Yet, under existing laws, public schools are seriously hampered in extending services to children younger than five years of age. This is in spite of the accumulating evidence over the past decade and in recent Head Start programs that not only can preschool children profit from educational services, but more important, these early years are the best

times for counteracting the effects of cultural deprivation, and that investment in education in the early years has the highest economic return.

The need for teacher aides for the preschool children is somewhat borne out by the effectiveness which has been achieved in many of the Head Start programs. Hechinger, writing in the New York Times, attributes a large portion of the success of summer Head Start programs to the use of paraprofessionals. Date-lined December 5, 1965, the reporter says, in part, that "the summer program's success was the result of generous staffing--usually one teacher and two aides for about 15 children."

The Times article is supported by the findings of Dr. E. P. Lynn. As Field Specialist for southeastern Ohio in the Ohio Office of Economic Opportunity, Dr. Lynn found a number of programs utilizing one or two aides working with each teacher in the Head Start Centers. It seems reasonable to assume that if real impact is to be made in Ohio and the nation as a whole with preschool children, teacher-aides are going to be needed by the tens of thousands.

However, even the more vocal advocates of preschool approaches such as Martin Deutsch agree that the gains made in Head Start are rapidly lost when children return to school programs in which the teacher-pupil ratio prevents the amount of individualized attention allowed in Head Start programs. Such research evidence supports the continued involvement of paraprofessionals in the work with disadvantaged children in the early years of school programs as well as in the preschool programs. We need to scrap our traditional concepts of teacher-pupil ratios and staff these young needy age groups in ratios of one teacher to eight or ten pupils in kindergarten and the elementary grades.

There is very little research and less agreement about what teaching characteristics are needed by aides working with young, disadvantaged children. There are, however, certain considerations which appear important. Young people appear to be well suited to work with young children. Margaret Mead has suggested that young teenage girls might make the best preschool teachers.

In the Swiss education system, high school students are given early experiences and exposure in working with young children. These success experiences, which continue throughout the high school years, have been found to be very beneficial as a background for teacher education as well as a confidence builder to motivate the students to "raise their sights." This early exposure to teaching enables Swiss students to determine whether or not they have the motivation and aptitude to become teachers prior to beginning their college education. This system is not only beneficial to potential teachers, but it also serves as an enriching experience for children.

High school teenagers appear to be a well suited group for this task after they have had a short period of training. A short training and confidence-finding period is envisioned partly because little is known about what to teach them in order to prepare them for positions as teacher aides of preschool and elementary children; a lot of time should not be wasted doing it. Additionally, there is a need for them immediately by the tens of thousands, and therefore we must find the most expeditious method for training them. Teenagers are envisioned as the ideal group to use because so many of the emotional qualities needed, such as energy, insticts for nurture, enthusiasm, capabilities for dedicated contribution, empathy, and capacity for love seem to be more abundant in this age group than in any other in our society. The criteria for selection should include enthusiastic commitment, demonstrated talent to support children's egos, and willingness

to reward--even celebrate--each pupil's accomplishments no matter how trivial. The primary emphasis in training should be toward developing self confidence in the teenager and an interest in the growth of children so great that the young teacher aide will search constantly for each tiny building block of hope in the child out of which to help him erect the self image of a valuable and valued person.

The teaching profession is sadly lagging in its evolution as a true profession. One of the reasons for this is the fact that teachers are all too frequently burdened down with time consuming menial tasks which leave them little time to devote to their profession. In the medical profession, for every doctor there are ten to fifteen aides--laboratory and X-ray technicians, interns and nurses--who accomplish many details and tasks thereby freeing the doctor to perform as a skilled professional.

The future should see a similar evolution in the teaching profession. The concept of teacher aides, trained to perform many of the tasks now burdening our short supply of teachers, will contribute to the proper evolution of teaching as the profession it should be. Steps must be taken now before the population explosion overcomes us, to identify this role of teacher aides and determine efficient ways of training them. This program will reveal the kind of training essential for preparing teacher aides for wide-range vocational opportunities in public and private education.

It has been estimated by those who prepared the legislation for the War On Poverty that one million youth between the ages of 16 and 21 will be unemployed in 1970 unless steps are taken to reverse the trend apparent in the early 1960's. Thus a servere problem exists in the shortage of training young people for employment opportunities. This program helps meet that need.

Another consideration that appears to be as important as that of youth in a teacher aide is the need to draw the teacher aides out of the ethnic and social groups they will serve. First, this will enable the young teacher aides to have less difficulty in communicating with and less difficulty understanding the problems faced by the children from their own background. Secondly, this will provide the underprivileged groups with models from their own socio-economic backgrounds to demonstrate a way out of their deprivation and prove that there are, indeed, rewards available to those in even the most impoverished groups who can provide a useful and profitable service and who can gain an education.

From the standpoint of teacher training, educators have long been aware of the fact that too few teachers are prepared to teach children from culturally deprived homes in low socio-economic communities. Since most American teachers come from middle-class homes, they have little natural background for understanding the problems which confront children from the impoverished areas. As a part of this program, prospective teachers at Ohio University will be given laboratory experience with the teacher aide trainees in the child centers throughout the ten Appalachian counties involved in this project. This experience will provide valuable knowledge essential to the development of attitudes and techniques pertinent to effective teaching of deprived children.

In addition to the many other benefits to be derived from this program, it is hoped that the cooperative efforts of Ohio University and the local school systems will culminate in the establishment of locally developed training programs for teacher aides. As the local school sytems assume an ever-increasing share of the responsibility for the training programs, the possibilities are increased for such programs to be molded to the unique needs of the local school and to become permanent programs.

SCOPE AND METHOD

ORGANIZATION OF THE PROGRAM
(see next page for organization chart)

It is proposed that the program for the first year be broken down into the following phases:

Phase I - Summer workshops on campus at Ohio University (5 weeks). During this phase 150 teenage aides will receive a medical screening, testing and evaluation, and then be assigned to a University student sponsor who will remain with the students throughout the summer. The major thrust of this phase will be learning about children. Afternoons will include practical training in child development with emphasis on training to work as teacher aides. The University student teams will attend social and cultural events together. Additionally, self-evaluation group dynamics sessions will be held periodically to stimulate independent thinking and realistic facing of adjustment problems.

Phase II - Field work within the ten Appalachian counties at Child or Head Start Centers for the trainees and University student sponsors will last for four weeks. During this phase, teacher training teams from Ohio University will travel to the Centers to supervise the trainees and assist them with their problems.

Phase III - Child Development work in the high school for the trainees with part-time employment for one or two hours a day in kindergartens and elementary schools. During this phase a teacher who has been designated as a counsellor and adviser to the trainees, will coordinate part-time employment in school centers. Research will be conducted throughout all phases.

Method of Selecting Teenage Teacher Aides

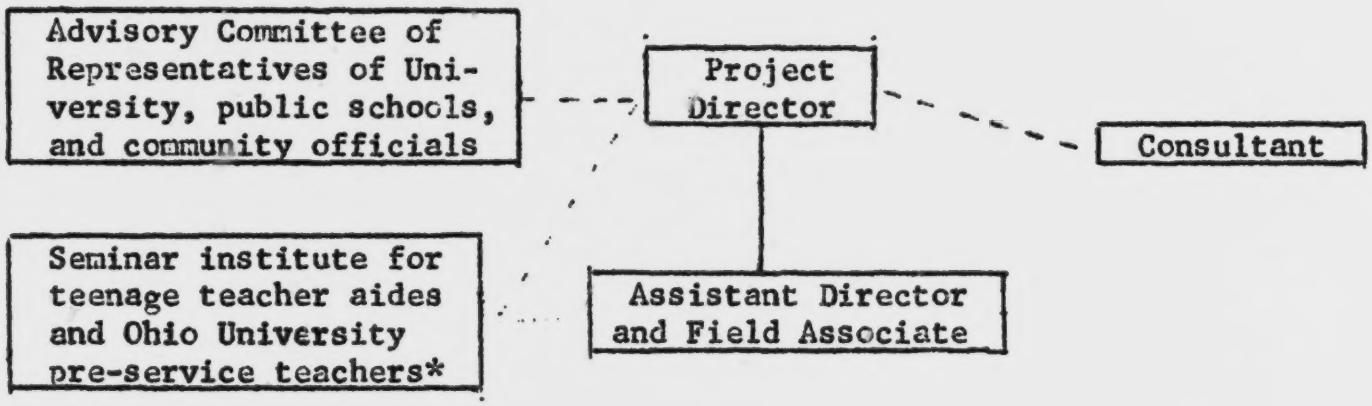
No single set of characteristics describes the teenager who has promise and intelligence but is nevertheless not on the track to college. Furthermore, it is equally difficult to select teenagers who would make successful teacher aides in working with preschool children. For this reason emphasis in the selection and recruiting process will be on the subjective opinions and evaluations of individuals who have had the opportunity to closely observe the youngsters. These opinions will be solicited by the University staff working closely with school officials. Nominations and opinions will be solicited from school officials, teachers, counsellors, coaches, community officials, youth advisors, clergymen, neighborhood spokemen, and civil rights groups. The program will be promoted in the schools and in the local newspaper. Additionally, University staff will make presentations in the schools on the program to stimulate interest.

After all nominations have been received by each school, a selection committee composed of school officials, a community representative, and University staff members will choose the schools' quota and several alternates. An effort will be made to obtain a sample of promising teenagers who have not done so well but who are interested in such a program.

Chart 1

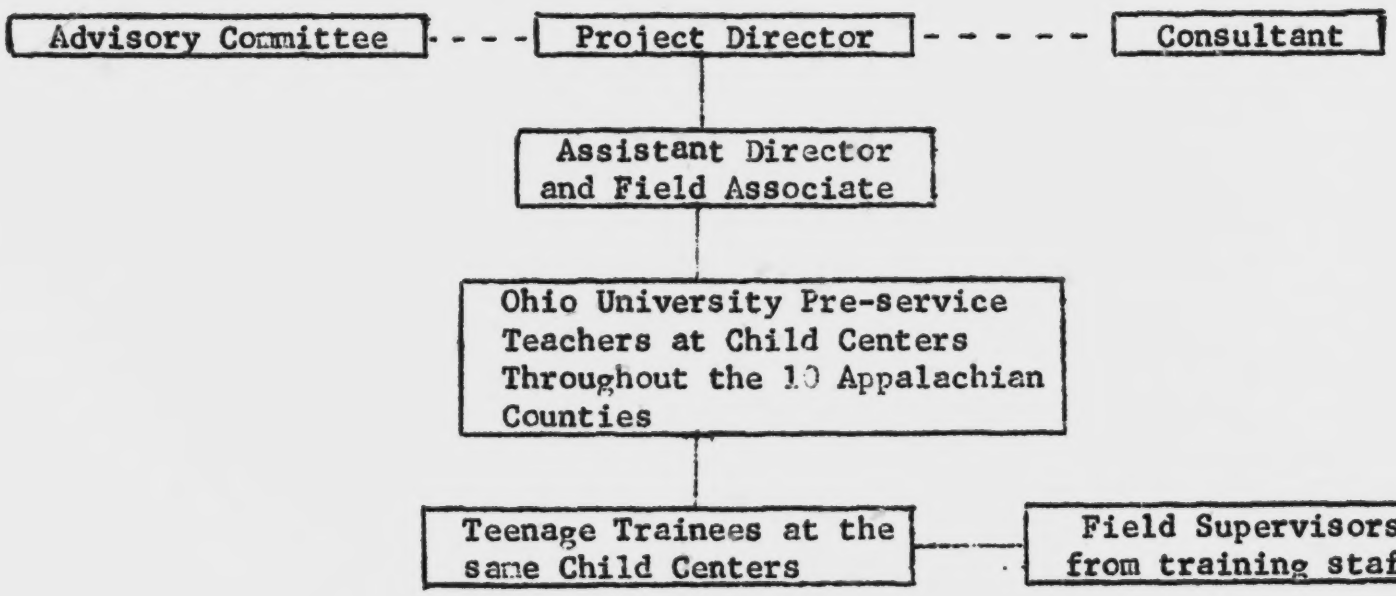
SPECIFICATION OF THE FORM OF ORGANIZATION

Phase I - Summer Workshop Organization (at Ohio University - First Five Weeks)

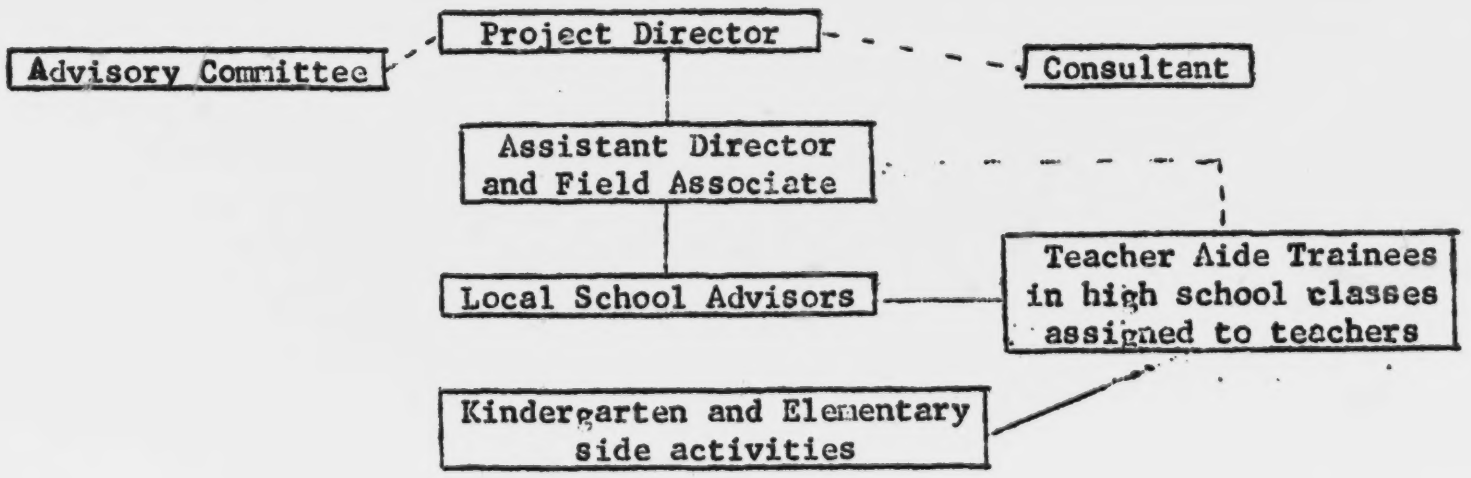

Advisory Committee of Representatives of University, public schools, and community officials
Project Director
Consultant
Seminar institute for teenage teacher aides and Ohio University pre-service teachers*
Assistant Director and Field Associate

* 150 teenage teacher aide trainees and 25 pre-service teachers will be included the first year. 200 teenager teacher aides and 50 pre-service teachers included the second year.

Phase II - Summer Field Organization (Second Five Weeks Only)


Advisory Committee
Project Director
Consultant
Assistant Director and Field Associate
Ohio University Pre-service Teachers at Child Centers Throughout the 10 Appalachian Counties
Teenage Trainees at the same Child Centers
Field Supervisors from training staff

Phase III - Organization During the Regular School Year


Project Director
Advisory Committee
Consultant
Assistant Director and Field Associate
Local School Advisors
Teacher Aide Trainees in high school classes assigned to teachers
Kindergarten and Elementary side activities

The following criteria will be used as guides in screening teenagers for the program:

1. Must be from a family whose annual income places them in the poverty group.

2. Must have attained at least 12th grade by June 1, 1969.

3. Must have a high level of interest in working with young children.

4. Must have enthusiastic desire to participate in the program.

5. Must have good health, free from contagious or infectious diseases.

Complete information on each student nominated will be forwarded to the Project Director for recording in the data bank. This information, in addition to that collected in the on-campus evaluation and testing sessions, will be essential in the evaluation and research on the program.

Criteria for Selecting College Student Sponsors for the Program

Teams consisting of one college student and six trainess will be formed to work together for the entire summer both on-campus and off-campus in child centers. The selection of the college students will be based upon the following criteria:

1. Must hold junior rank by June, 1969.

2. Must have a dedicated interest in serving young children and teenagers from deprived backgrounds (preference will be given to those college students from low income families).

3. Must have good physical and mental health.

4. Must have demonstrated ability to accept responsiblity.

5. Evidence of some leadership abilities.

6. Must have enthusiastic commitment.

Summer Portion of the Program

The summer portion of the program will be divided into two phases (see Chart 2, page 13). Phase I will consist of five weeks on the Ohio University campus during which the teenagers will receive a medical screening, testing and evaluation, and then be assigned to a University student sponsor who will remain with the students throughout the campus and off-campus training program. The major thrust of this phase will be practical, functional training in child development with emphasis on training to work as teacher aides. The trainees-University student teams will attend social, cultural, recreation and child development activities together. Additionally, self evaluation-group dynamics sessions will be held periodically to stimulate independent thinking and realistic facing of adjustment problems. The University students will participate in seminars devoted to exploration of influences of economic deprivation and concomitant implications for education.

Phase II of the summer will consist of five weeks of field work within ten Appalachian counties at Laboratory or Head Start Centers for the teams of trainees

and University student sponsors and three days of seminars and evaluation at the conclusion of the work experience. During this phase, University staff members who assisted in the training will visit and coordinate the work experience in the centers to which the aides and college students have been assigned. University staff members and the respective local advisers will conduct the seminars and evaluation at the conclusion of the work experience.

Phase I - Summer Workshop on the Ohio University Campus (5 weeks - June and July, 1969.)

Prior to arrival of the 150 teacher aide trainees on campus, a three-day orientation program will be held for all staff, faculty, and University student sponsors.

Also prior to arrival, each trainee will have completed the statement of health [redacted] to include the required immunizations.

During Phase I the first two days on campus will involve initial processing to include medical screening with a TB skin test for each trainee, an interview by a staff counselor, and administration of various exams. Additionally, during the first two days, trainees will get settled in the dormitories where they will live, be assigned to teams consisting of six trainees and one University student sponsor, receive an orientation on the program, and attend an introductory reception mixer. Six graduate students will provide guidance and supervision for the trainees in the dormitories. It is felt that the building of University sponsor-trainee teams will be one of the major determinants of success in the program. The college student will be instilled with a measure of responsibility for the development and progress of his or her trainees with whom he or she will attend classes, laboratory sessions at the College of Education Laboratory School on campus, social, cultural and recreational events in the evenings and on weekends, and with whom he or she will eventually work in an off-campus center in Phase II of the summer. It is felt that this entire experience will not only stimulate the trainees and college students to apply themselves, but will also motivate the same trainees to seek a college education after high school.

The on-campus training program will involve major activities.

Child Development Training (See Tentative Schedule, Chart 2, Page 13.)

The practical child development training program which will prepare the trainees and University student sponsors for work in Laboratory Head Start Centers during Phase II will be pragmatic training geared to the socio-economic level of the trainees.

Little is known about what is necessary to prepare teenagers effectively to work with disadvantaged preschool or elementary children. For this reason, too much time should not be wasted on anything other than the most pragmatic program.

Therefore, the development of simple mimeographed illustrated materials on child development and education of young children as well as several series of filmstrips, slides, taped discussions, and directed observations in the University laboratory, nurseries kindergarten and elementary rooms will be utilized.

Chart 2

TENTATIVE SCHEDULE FOR TEENAGE TEACHER AIDE PROJECT

1. Classes meet Monday through Friday:

   8:00 a.m. to 11:15 a.m.
   1:00 p.m. to 3:30 p.m.

2. Areas of Weekly Concentration for Groups*

Weeks	Group A	Group B	Group C	Group D	Group E
First	LANGUAGE ARTS AND PRE-NUMBER CONCEPTS	SCIENCE	CHILD DEVELOPMENT	RECREATION & MUSIC	ART AND USE OF VISUAL AIDS
Second	SCIENCE	LANGUAGE ARTS AND PRE-NUMBER CONCEPTS	RECREATION & MUSIC	ART AND USE OF VISUAL AIDS	CHILD DEVELOPMENT
Third	CHILD DEVELOPMENT	ART AND USE OF VISUAL AIDS	LANGUAGE ARTS AND PRE-NUMBER CONCEPTS	SCIENCE	RECREATION & MUSIC
Fourth	RECREATION & MUSIC	CHILD DEVELOPMENT	ART AND USE OF VISUAL AIDS	LANGUAGE ARTS AND PRE-NUMBER CONCEPTS	SCIENCE
Fifth	ART AND USE OF VISUAL AIDS	RECREATION & MUSIC	SCIENCE	CHILD DEVELOPMENT	LANGUAGE ARTS AND PRE-NUMBER CONCEPTS

* Teenage Teacher Aide Trainees and College Sponsors will be assigned to groups of approximately 25 members.

3. Afternoon sections will include:

   a. Films, small group discussions, laboratory experiences, and individual work.
   b. Two periods a week will be devoted to discussion led by Group Dynamics Leaders.
   c. One period a week during the afternoon or early evening, a visiting lecturer will address a combined section of all groups.
   d. Late afternoons and evenings will be devoted to recreational and cultural activities.

Chart 3

TEACHER AIDE TRAINING PROGRAM
SUMMER, 1969
ACADEMIC YEAR 1969-1970

Phase I and II

1. Summer, 1969

Weeks 1, 2, 3, 4, 5	Weeks 6, 7, 8, 9, 10
1. Trainees on campus beginning June, 1969. 2. Child Development training. a. Children's literature; b. Music activities for children; c. Arts & crafts 3. Field experience 4. Demonstrations in Laboratory School 5. Group Dynamics	Work in Head Start Laboratory Centers full-time for four weeks followed by three days for evaluation and appraisal.

Phase III

2. Academic Year - 1969-1970

1. High school teachers with special assignments work on regular basis with trainees (in home high school).

2. Continuing work experience, under supervision, throughout academic year in kindergartens and elementary classrooms. (Suggest one hour per day, average.)

3. Periodic Seminars, including

   a. Group Dynamics -- individual discussion and appraisal.

   b. Experience in creating and developing materials and activities.

The main thrust of the child development instruction will be on learning by doing and observing; i.e., learning to show children how to manipulate peg boards, puzzles, clay, finger paint, etc., while discussing their relation to the progression of learning; for children from four to twelve, the development of hand-eye coordination, finger dexterity, discrimination of shape, color, and number concepts. Developmental level and expectation from infancy through twelve years will be learned through direct observation of individual children and groups combined with discussion. The class work will be supplemented by field laboratory experiences to the University Laboratory school, Head Start Centers and participation with a small group of children transported to the campus each afternoon from the Athens County Children's Home.

Outline of the Child Development

Discussion topics of major importance that influence normal development of children:

1. Understanding of environmental influences.
    a. Social class phenomena
    b. Impact of poverty on self concept, morals, formal education, family life, and economy of the community
    c. Impact of poverty on initial learning experiences--deprivation of learning experiences
    d. Prenatal and inherent problems
2. Biological changes in the pre-school years.
    a. Body growth
    b. Motor skill development--activities that enhance large muscle development (turning, jumping, climbing, etc.)
3. Mental Growth.
    a. Relatively nonverbal to relatively fluent in correct usage of words.
    b. Need for motivation to learn lacking in poverty
        (1) Use masculine activities with boys--trucks, airplanes, rockets, tools
        (2) Use feminine activities with girls--clothes care, cooking utensils, awareness of cleanliness in home
    c. Mental growth somewhat dependent upon environmental influences--parents, church, community agencies, peers, siblings
    d. Impact of failure in early schooling (nursery)

4. Social Development.

   a. Sex role development--see 3 b

   b. Male-female image for boys and girls

      (1) Need to use males to work with young boys

      (2) Need to use females to work with young girls

   c. Beginnings of understanding of adult-child relationships

   d. Need to understand the child's feelings and point of view

   e. Normal peer (parental, sibling) conflicts--emotional flexibility

5. Personality development.

   a. The individual "alone "

   b. The individual in a group

   c. Acceptance--lack of acceptance

   d. Impact of deviations in personality on probable success in later years as a child, adolescent, and adult

   e. Meeting frustrations--outcomes

The following experiences will be included in this training:

1. Examination, discussion, and manipulation of materials used with preschool groups.

2. Examination and discussion of the need for visual and auditory discrimination to develop pre-reading skills and language arts.

3. Showing and discussion of the following films in preparation for different observation periods in the Experimental School:

   a. Understanding Children's Play
      Little World

   b. A Chance at the Beginning

   c. A Long Time to Grow - Part I, II, III

   d. Social Development

4. Observation and participation in the University laboratory nurseries, kindergartens and elementary classrooms with oral reports and discussions of observation.

5. Planning and conducting an activity for a small group of children by a college sponsor and a small group of aides under the direction of

a teacher. This participation will be video-taped for further discussion of group handling and realistic expectations of young children.

Outline of the Language Arts and Number Concepts
Activities which Teacher Aides will learn to direct with young children

These activities are designed to contribute to the development of:

1. Increased listening comprehension and longer attention span.

2. Oral vocabulary, sentence structure, and the expression of ideas in proper sequence.

3. Phonic readiness through oral-aural methods only.

4. Interest in reading and printed materials; development of an awareness that reading is talk written down.

5. The social skills of self-direction, self-control, and the ability to work productively as a member of a group.

6. Number concepts regarding seriation, form, logical consequence, spatial apperception, and pattern.

Activities:

1. Story telling.
2. Selection and reading of children's stories.
3. Use of magnetic, flannel board or large pictures, and other visual materials in the telling of stories.
4. Leading children in the dramatization of a story and of poetry.
5. Leading games and activities to be used in the development of listening skills and vocabulary development.
6. Use of toy telephones, puppets, etc., for practice in developing correct work usage.
7. Making of charts and experience stories using manuscript writing.
8. Recording conversation, poems, and stories on tape recorder and listening and discussing the recording with children.
9. Making use of source materials for the selection of children's literature.
10. Learning of games and use of materials in the development of the vocabulary and pre-number understandings vital to number work readiness.
11. Presenting a television program of favorite stories and poems. (Use a large box for television set.)
12. Use of toy telephones for practice in correct telephone usage.
13. Use of large pictures of pets, farm animals, foods, or various means of transportation to stimulate descriptions in complete sentences.
14. Sets of pictures to be arranged in order on flannel board or magnetic board to show sequence of a story.
15. Records which involve following directions. (ABC Listen and Do Album.)

Music

The purpose of including music in the program is to introduce and familiarize the trainees with the kinds of music and music activities that are appropriate for

young children. Listening, participation, and broadening music horizons are expected outcomes.

Activities:

1. Development of rhythm through the use of rhythm instruments, stamping, clapping.

2. Creative expression through the development of own music, dramatizations, and music instruments.

3. Broaden musical tastes through the introduction of music that is not familiar to the trainees and pupils, including music from other lands.

4. A capella vocal activities to develop pitch.

5. Learning to strum the autoharp for accompaniment with children.

6. Learning songs appropriate for teaching to young children.

7. Learning musical games to be played with young children.

Recreation

Objective: To acquaint students with physical characteristics and social behavior of a child in relation to play situations.

Activities:

1. Presented and kept a record of games appropriate to different age levels and sizes of groups.

2. Were given limited exposure to first aid procedures.

3. Developed an awareness of safety factors on the playground and in the room.

4. Observed children at play.

Science

The purpose of science training for the teacher aides include the development of appreciation and understanding of the materials and activities that are available in the immediate environment, so that creative, stimulating experiences may readily contribute to the development of awareness of and importance of science at all age levels, and especially at the preschool and primary school levels.

Activities:

1. Participate in field experience to nearby lakes and parks to identify and study plants, animals, and rocks in the immediate enviroment.

2. Develop a background of information concerning the habits and care of pets commonly found in homes and classrooms.

3. Present and discuss simple experiments which aid in answering the science question of young children.

4. Build simple and inexpensive equipment to be used in science experiments.

Art

The purposes of incorporating art and crafts is to provide the teacher aides with vehicles through which various motor skills, appreciation of art forms, and creative expression may be enhanced and developed.

Activities:

1. Coordinate and integrate science (and other subjects) and art so that one may enhance the others--such as the development of simple paper airplanes, blowing up various-shape balloons, etc.

2. Design and develop puppets to be used in children's dramatizations.

3. Develop designs from rope, wire, sticks, bars of soap.

4. Creative expression with finger paints, crayons, colored paper, and the use of boxes and other inexpensive materials.

5. Creative response (verbal) to various art forms (realism and abstract).

6. Clay modeling and molding.

7. Plaster of paris moldings.

8. Design play houses and other buildings from crates, cardboard boxes, wood and paper.

Use of Audio-Visual Materials

As a part of the program, the trainees will receive instruction in the use of audio-visual materials commonly found in Head Start Centers and elementary schools.

Activities:

1. Participation in laboratory experiences in the proper use of film projectors, tape recorders and slide-filmstrip projectors.

2. Preparation of a bulletin board.

3. Use of visual aids in the presenting of information to the peer group in content areas.

Group Dynamics Sessions

During the five weeks of the on-campus period, the trainees will be divided into ten groups so that small group meetings can be conducted two afternoons a week. One session a week for each group will be conducted by faculty members trained in group dynamics. The purpose of this phase of training is to provide an opportunity for the trainees to work through such concerns as the following:

1. Their interrelationships with the participating groups and their relationship to authority in both school and work situations.

2. Their feelings toward their own childhood experiences with home and school.

3. The demands of training and the practical work in Child Care, Head Start Centers and elementary schools in relation to attendance, arrival time, and the problems of personal management attendant upon these.

4. Their aspirations for making vocational choices or for continuing their education and realistically facing the obstacles thwarting their goals and group discussions of how to overcome these obstacles.

5. The development of critical thinking, effective expression, and positive attitudes.

College Sponsors' Seminar

During the first five weeks, the college sponsors will meet two afternoons a week for discussion focused upon the teaching of disadvantaged youth. In this phase of the preparation, the college students will have the opportunity to relate the available reading materials to their experiences with both the economically deprived high school students and the young children observed.

Social, Cultural, and Recreational Activities

In the evenings and on occasional afternoons various social and recreational events will be conducted for the teenage trainees and their University student sponsors. In the evenings trainees and sponsors will have free admittance to concerts, plays, entertainers, and movies which the Ohio University Director of Public Occasions has scheduled for the summer. Additionally, frequent blocks of free time will be scheduled to allow the trainees to study, informally browse in the library, read, shop, or leisurely visit.

Phase II--Summer Field Work in Head Start Centers (July, August)

The five weeks of field work will be set up in Head Start Centers and elementary schools throughout the ten counties. This phase will be closely coordinated with CAA's and Ohio University's Institute for Regional Development which provides technical assistance to Community Action Programs throughout the area. Trainees will be placed in Child Centers so that they can live at home during this phase of the program.

It is felt that only through use of very small groups can the proper personal attention be given to the deprived children by the teams of trainees and college students in order to provide the maximum opportunity for deprived children to alter their status.

The Child Centers will furnish the teenage students and the University students opportunity to work and develop as mutually benefiting teams with the supervising teachers for the betterment of themselves as well as the preschool children with whom they will work. During this phase the students will be involved full time in field experiences in Head Start Centers under the direction of the centers' supervisors and the Ohio University visiting teams.

Some of the purposes for their involvement are:

1. To provide them with successful experience in dealing with real situations with deprived children.

2. To develop confidence by providing a setting for:

   a. Guiding and directing young children at play.

   b. Observing social, physical, mental, and emotional differences in young children and reporting on it in writing and orally.

   c. Selecting and telling stories to young children, and choosing and presenting other enrichment activities for different age levels.

3. To gain an appreciation for the responsibilities of parenthood.

4. To meet with parents to discuss satisfactory relationships between younger and older children.

Some of the purposes of the Child Centers closely related to the purposes of programs for economically deprived from the standpoint of the children are:

1. To enrich their lives through literature, art, music, and communication experiences.

2. To develop in them friendliness, cooperation, and courtesy toward others.

3. To enable them to live and play in a healthful and pleasant atmosphere for part of each day.

4. To develop in them habits of cleanliness and social acceptability.

5. To provide nutritious supplements to the daily diet.

6. To develop confidence by giving the children frequent chances to succeed.

The teenage teacher trainees will be assigned to Head Start and elementary school programs in their own locality. It is hoped that the college student could in many cases live in the home with one of the trainees for the Phase II period. In other cases, the college students would rent rooms and board elsewhere in the community with the assistance of CAA and school officials.

Perhaps in several years, when the teenage teaching aide program has expanded sufficiently, it will be able to meet the Head Start and school needs of the region on a self-perpetuating basis. This program will, however, have a multiplying effect in future years, and it will demonstrate to others involved in the war against poverty how: first, an increasing number of deprived preschool

and elementary school children can be given an opportunity to alter their status; second, at the same time their older brothers and sisters are being offered the opportunity to better themselves and their families; third, prospective teachers at Ohio University are being given firsthand experience and motivation in dealing with deprived youngsters; and fourth, high schools and parents from deprived areas are being stimulated to improve and raise their standards.

During the final week of Phase II a three-day orientation will be held for the advisers from the school systems involved. During this time the advisers will be briefed on the trainee program and their responsibilities, participate in the evaluation and discussion of the program by the trainees of their respective communities, and plan with the advisers for the commencement of Phase III of the program.

Phase III - Academic Year Portion of the Program

This phase of the program will be planned and coordinated by the Ohio University staff working closely with the advisers located in the ten counties.

After Phase II ends the trainees will return to their high schools where they will come under the influence and counsel of their advisers who, in turn, will work closely with a University field associate. They will receive a program supplemented by a child development practicum consisting primarily of part-time work for one hour a day in kindergartens and elementary schools.

It is felt that the confidence built from continued success experience throughout the school year gained through contribution to needy pre-school children is a vital component of Ohio University's innovative teacher aide program. Though the emphasis in Phase III will be their high school training and only a relatively small fraction of the students' time will be devoted to work with kindergarten and elementary school children, this hour or so a day is considered vitally essential to the raising of the trainees' level of aspiration.

The child development practicum will consist of work for five to seven hours per week in a kindergarten or elementary school during a scheduled free period in each student's curriculum plus one to three hours of work each weekend or after school for thirty-six weeks which will yield 288 hours of instruction. Using the four major areas outlined below, the division of time permits the following allotments:

1. Observation of and guided experience with young children - 180 hrs.

   The teenage student will continue to learn much about children from observing and working with them. This will be practical confidence building learning which has no substitute. The student aide will continue to see and feel what youngsters are like, individually and in a group.

   This participation may involve some of the following activities:

   a. Observing and supervising the children and the teacher and recording the results of the observation. Upon occasion, trainees will be asked to find answers to specific questions related to other high school courses. On others, they may be noting the behavior of a particular child in relationship to others in the group. In many cases, the reading,

recording, and reporting of child development experiences will be integrated into the students' work in other pre-college academic courses.

b. Preparing materials for the children's use.

c. Relating directly to children. The student might read or tell stories to a small group, supervise a play area in the yard, etc. In this type of situation the students will begin to develop a closeness to the youngsters that is invaluable.

Teenage trainees will need to recognize and understand some of the characteristics of culturally deprived children which may be altered by school experiences. Some of these characteristics are:

a. Lack of organization and system in activities.

b. Inadequate verbal development.

c. Short attention span.

d. Lack of curiosity.

e. Demand for immediate gratification.

f. Inadequate experience with positive reinforcement for individual activity, initiative, and achievement.

As the teenage teacher aide trainees become more cognizant of the many characteristics of culturally deprived young children, they will be able to add to this list. In addition, the students will need to become familiar with some of the activities which may be useful in altering status of these characteristics such as:

a. Establish routines, sequences of activities and schedule for self-care such as eating, washing hands, and care of play equipment.

b. Encourage all verbal activities:

(1) Use many reinforcements for all verbal activities.

(2) Use routines to stimulate verbal responses, and have adequate adult-child ratio to provide reinforcement of each verbal response.

(3) Individual interaction with adult, then one adult and small group of children in verbal activities such as talking about pictures, reading children's books, and examining objects in their environment.

c. Use books, puzzles, toys, objects from the environment, to develop curiosity and increase attention span.

(1) Reinforcement of responses and individual attention may be the essential techniques.

d. Use intermediate goals and rewards to build toward longer delays.

e. Varied activities with reinforcement of responses.

2. Contact with social and community agencies - 10 hrs.

Included in the training program would be contact with various social and community agencies. The provision of education for the economically and culturally deprived children necessitates involvement of governmental and civic organizations. These range from health and welfare departments to dental and medical assoications to service clubs. One of the services that the teenage trainees can assist in is the establishment of good working relations with such groups.

At the same time, the student can learn many of the problems of the disadvantaged as they are viewed by those actively engaged in agency work. Although the teenager may have personally experienced the problems related to poverty, he or she may gain a new point of view. They may realize, for the first time, that society also has some problems in trying to be of assistance. This insight may not come immediately, but it is an anticipated outcome.

Examples of activities in this area of preparation which would take place mostly on weekends might include the following:

a. A survey of the service, health, welfare, and professional organizations in the community.

b. A list of information regarding each agency, including the services personnel, budget, areas of interst, responsibility, and methods of operation.

c. An interview with one or more of those responsible for the operation of the agency based upon carefully prepared questions that would relate the organization's work to the education of children from disadvantaged homes.

d. Reading and discussion related to agency visits and interviews that will provide further information and understanding.

3. Reading and study in pertinent periodicals and books - 40 hrs.

Although the preparation should provide students with know-how, their work as teacher aides also needs to proceed from a deeper background. They will understand the meaning of what is being attempted with youngsters better if they grasp the reasons. Thus, all aspects of the situation are germane.

First, the teacher aides should become familiar with the economic, social, political, psychological, and sociological causes and effects of poverty and deprivation.

Second, they need to know what kinds of experiences will help a youngster compensate for the deficiencies in his home life. At this point, the process becomes one of considering normal educational processes for children at this level coupled with the specialized treatments dictated by special needs arising from a disadvantaged environment.

Third, they must have guidance in drawing the reading and other experiences together so that they are meaningful for the realistic situations in which they are being trained. To assume that such generalizations will automatically be made is overly optimistic.

Fourth, it is hoped that such reading and study related to a meaningful personal goal will help to motivate some students to pursue their education beyond the high school. Students may have decided that high school would be terminal simply because they saw no possibility of finding gainful employment or of being successful in their studies because they were only vaguely related to reality.

Obviously, the reading material must be carefully selected. Magazine articles and other writing which has been prepared for popular consumption might be expecially valuable in the early stages of preparation, leaving the more sustained treatment found in books to a later time.

The degree to which this element of the preparation program is succeeding should become apparent in the seminar sessions. Positive signs would include references to ideas found in the readings or disagreements with the recommendations of an author. Further discussion of this point can be found under the next topic, "Seminar Experiences."

4. Seminar experiences - 58 hrs.

The seminar is crucial in the preparation program. Here the threads of experience can be pulled together. In this situation the students have additional chances to develop critical thinking, positive attitudes, and self-expression. Through this expression of ideas he or she organizes thoughts and modifies them as others react. Perhaps they gain a clearer notion of themselves as adults working with other adults in a significant worthy enterprise for which they are paid a salary of $1.25 per hour.

Except when clearly defensible, the seminar will not be a lecture and note-taking situation. It should not be a class in the formal, highly structured sense. Maximum opportunity will be provided for planning, sharing, peer teaching, panels, individual projects, and discussions with consultants. In short, it must be so organized that each student feels a commitment to its success through his or her own contributions.

It will be a responsibility of the supervisor within the high school to conduct the seminars. (However, when possible, a team approach will be used in order to utilize the competencies of all teachers who can contribute to the training program.) It is hoped the high schools will work toward granting high school credit for this type of training, possibly through their home economics or vocational programs.

Phase III will culminate in the spring with the final selection of the 200 new trainees who will begin Phase I in the summer of 1970 at Ohio University.

ORGANIZATIONAL STRUCTURE AND STAFF

This program will draw upon Ohio University and its various colleges at large. The program will be structured as shown on the organization chart on page 8.

The project will be administered by a project director under the sponsorship of Ohio University's Department of Elementary and Special Education. The specific positions and job descriptions for the project are listed below:

1. Director (1): Responsible for the overall project--work in Head Start Centers, the regular school year program, mobile teacher training teams, and tutoring program. In addition, all fiscal matters will be administered by the project director.

2. Assistant Director (1): Serve as field associate, maintain direct contact with all related public schools, summer Head Start Centers, and regular year kindergartens and elementary schools throughout the ten Appalachian counties.

3. Consultants (2): An adolescent psychologist and a child educational specialist will be used to help revise the program, advise, and gather research data.

4. Workshop Professors for Phase I (12): During Phase I, eight professors representing Child Development, Music Education, Children's Literature, Physical and Recreational Activities, and Group Dynamics will present much of the instruction. These teachers will be assisted by five experienced kindergarten teachers.

5. Counsellors (6): Six graduate students will be assigned as counsellors for the students. Each counsellor, who will live in the dormitories with the students, will be responsible for the discipline and behavior of an assigned group of students. Counsellors will assist the students with problems and insure that any problems that arise are handled properly. The University student sponsors assigned to teacher aide students will work closely with the counsellors.

6. University Student Sponsors (25): One Ohio University student sponsor will be assigned to four teacher aide students. During Phase I the student sponsor will accompany the students to all afternoon classes and training and to social, recreational, and cultural events in the evening and on weekends. The sponsor will be given responsibility for helping the students to get adjusted, get acquainted, for tutoring, and in general for motivating the students to want to learn and attend college.

7. Full-Time Field Supervisors (6): These supervisors will be full time during Phase II of the training program. They will be selected from the training staff which worked in Phase I of the program. They are needed due to the inadequate training of Head Start teachers generally found throughout Appalachia. They assist and advise the teacher aides with their problems and at times demonstrate ways of working with the preschool children.

RESOURCES AND FACILITIES

1. Staff --Biographical Sketches

Provide brief sketches for all major professional personnel already selected who are to be actively engaged in this project. Begin with the Project Director.

A. Director

1. Name: Albert H. Shuster

2. Date of Birth: May 7, 1917

3. Title of Position in Program: Director

4. Sex: Male

5. Education:

Degrees conferred: (Begin with baccalaureate degree. Identify honorary degrees under field.)

Degree	Institution Conferring	Field	Year
A.B.	Lynchburg College Lynchburg, Virginia	Biology	1943
M.A.	Peabody College Peabody, Massachusetts	Educational Administration	1946
Ed.D.	University of Virginia Charlottesville, Virginia	Teacher Education	1955

6. Experience, especially that establishing qualifications in area covered by this application:

Nature:	Year (s)
Teacher, principal, and curriculum director in public schools.	1943-52
Lecturer in Education and Director of Instruction, University of Virginia and Albemarle County.	1952-55
Professor of Education and Coordinator of Curriculum and Instructional Services, Center for Educational Research and Service, College of Education, Ohio University, since 1955. Chairman, Department of Elementary and Special Education since 1965.Director of the Teenage Teacher Aide Program, 1966-68. Director of Teacher Corps Program, 1966-68.	1955-

7. Field of present professional interests, in order of choice:

Teacher Education, Elementary Education.

8. List publications in area related to project emphasis:

Leadership through Elementary School Administration and Supervision, Boston: Houghton-Mifflin Company, 1958. (co-author)

The Emerging Elementary School Administration and Supervision Columbus: Charles E. Merrill Books, 1963. (co-author)

"High-School Students as Teacher Aides, " Elementary School Journal, 68:119-25, December, 1967. (Reprinted in Education Digest, 33:26-8, March, 1968.)

"Principals and Teachers for Nongraded Schools: Preservice and Inservice Education," Vol. XLVII, January 1968, The National Elementary Principal, pp. 10-15.

"Theory and Philosophy of the Emerging Elementary School," Vol. 22, February 1968, Bulletin of Education, The University of Kansas, pp. 37-45.

B. Coordinator

1. Name: Albert G. Leep

2. Date of Birth: August 9, 1928

3. Title of Position in Program: Coordinator

4. Sex: Male

5. Education:

Degrees conferred: (Begin with baccalaureate degree. Identify honorary degrees under field.)

Degree	Institution Conferring	Fields	Year
B.A.	Indiana University Bloomington, Indiana	History English Education	1949
M.S.	Indiana University Bloomington, Indiana	Educational Guidance; Elementary Supervision, Administration	1954
Ed.D.	Ball State University Muncie, Indiana	Elementary Education, Social Studies	1965

6. Experience, especially that establishing qualifications in area covered by this application:

Nature:	Year (s)
Elementary Teacher -- Developed arithmetic program for gifted children.	1949-59
Elementary Principal -- Directed the development of social studies, primary arithmetic and language arts programs geared to and in preparation for a non-graded primary. Served as the system representative to MPATI.	1959-63

B. Coordinator Albert G. Leep (continued)

Nature:	Year (s)
Assistant to Dean of Undergraduate Programs -- Summer orientation program for entering freshmen; selection of candidates for Honors Program.	1965
Associate Professor of Education, Ohio University, Child Development. Elementary Social Studies Methods. Co-Director and Coordinator of the Teenage Teacher Aide Program, 1966-67: Teacher Corps Program, 1967-68.	1965-

7. Field of present professional interests, in order of choice:

Child Development, Social Studies in the elementary schools.

8. List publications in area related to project emphasis:

"The Orientation Program of the Frank S. Burtsfield School" section of Guidance in Elementary Schools, Bulletin No. 247 of Department of Public Instruction, State of Indiana, 1961.

The Elementary Education Selection Research Project, Ball State University, 1966. (co-author)

"Teacher Aides", Ohio Schools, 45:26-9, October, 1967. (co-author)

"A Sampling of the Materials," Grade Teacher, 85:98-9, October, 1967.

"Programed Instruction in Social Studies," Education, 88:119-21, November-December, 1967

"High-School Students as Teacher Aides," Elementary School Journal, 68:119-25, December, 1967. (Reprinted in Education Digest, 33:26-8, March, 1968.)

C. Summer Staff Member, Betty Jane Corwin

4. Sex: Female

5. Education:

Degrees conferred: (Begin with baccalaureate degree. Identify honorary degrees under field.)

Degree	Institution Conferring	Fields	Year
A.B.	University of Chicago Chicago, Illinois	Education	1944
M.A.	University of Chicago Chicago, Illinois	Psychology in Education	1948
Ph.D.	Ohio State University Columbus, Ohio	Psychology in Education	1951

6. Experience, especially that establishing qualifications in area covered by this application:

Nature	Year (s)
Public Schools, West Alles, Wisconsin: Supervisor of Special Education	1954-56
San Fernando Valley State College: Assistant and Associate Professor	1958-63
Ohio University, Associate Professor of Psychology	1963-

7. Fields of present professional interest, in order of choice:

Child Psychology, Education

8. List publications in area related to project emphasis:

"Influence of Culture and Language on Performance of Individual Ability Tests," Journal of School Psychology, Vol. III, No. 3, pp. 41-47.

"Relationship of Wisconsin Peabody Picture Vocabulary Test and Columbia Mental Maturity Scale Scores," California Education Research Association, 1963.

2. Facilities:

The facilities and resources of the College of Education's Nursery School, Laboratory School which contains kindergarten for four-year-old children, Guidance Laboratory, Reading Clinic, and Statistical Laboratory will be available for use in this project. In addition, the Computer Center will be used for compiling a data bank on all aspects of the program. The Institute for Regional Development will maintain a close relationship with each community involved so that the program will make the greatest impact possible on alleviating the causes of poverty.

New modern dormitories will be used to house the trainees and all of the recreation facilities of the University will be available. Buildings used for Head Start programs in the ten Appalachian counties will also be used as laboratories for field work.

Means of Improving Public Education and Teacher Education

This project will improve both the public schools' program and the University pre service training of teachers. For the participating public schools, many teachers will, for the first time, have time to devote to improving their classroom teaching. The aides will relieve teachers of many unprofessional duties, thus providing time for teachers to work individually with more children. As a result of the kind of preparation received by the aide more children will be given the opportunity to have enrichment-type experiences as well as to have another person to relate to in the classroom environment.

One advantage for the University will be that the staff will have an opportunity to re-examine the role of the classroom teacher in the light of the use of teacher aides. This will provide a type of inservice activity for the University faculty as they re-examine their roles and as they work with preservice teachers who will be assigned to work with the teacher aides during the summer experience. In addition, it is planned, during the second year of the program, to involve the aides with college preservice sophomores in the classroom during the academic year prior to their enrollment in the methods block of courses.

Uniqueness of the Program

The uniqueness of the program is in the preparing of high school seniors from poverty homes to work as preschool aides or elementary aides in largely rural Appalachian schools. The aspect of having college students in teacher education working with the aides both in the summer phase of the training and in the second year will be a unique approach to teacher education in that it will extend the college students' experience into the classrooms of the public schools with the aides, prior to enrolling in the methods courses.

EVALUATION

A staff psychologist will spend one-fourth time evaluating the project. He has had three years experience as Assessment Officer for the Ohio University Peace Corps Training Projects. In addition, the Project Director and the Research Director will maintain a continuous evaluation of the project in order to effect program modifications when weaknesses are detected. Trainee interviews, anonymous opinionnaires, as well as structured questionnaires, will be used at various phases of the project to determine areas of weakness and strength. Similar procedures will be used with the master teachers in the Head Start Centers to determine their opinions concerning the strengths of the trainees.